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ABSTRACT

The District 19 (Brooklyn, New York) Bilingual/Bicultural Elementary Program operated on the K-6 level in eight schools during the 1978-1979 school year. The broad goals of the program were to expand the number, scope, skills, services, and student-teacher interactions of the district's bilingual staff and to develop and administer a competent bilingual program. Program evaluation was accomplished through classroom observation; interviews with faculty, staff, principals, and students; and measures of student achievement in reading (Spanish and English) and math. Evaluation findings indicated that (1) teachers rated the program satisfactory to excellent, (2) teachers and educational assistants were highly rated, (3) classrooms were conducive to learning, (4) students were responsive to instruction and for the most part spoke in the language of instruction during instructional periods, and (5) pre and posttest student achievement data showed that instruction was successful. Recommendations for future planning were made. (MK)

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EVALUATION REPORT

FOR THE

DISTRICT 19 BILINGUAL/BICULTURAL ELEMENTARY PROGRAM

Grant Award Number G0075069[illegible]

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Funded under Title VII of the

federal elementary and secondary Education Act

Prepared by: Harvey Zeichner

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FORWARD

This is the final evaluation report of the New York City Community School District 19's Bilingual Program for the school year 1978-79. The program was funded under Title VII of the Elementary and Secondary Education Act.

Throughout this school year,the program placed a greater stress in the area of staff training than it did during school year 1977-78. Hence, a significant part of this report is devoted to staff training and its effects on student-teacher interactions. The analysis of achievement in this report is based on the data made available by program personnel and represents their genuine efforts to help in obtaining information about the program's progress.

The evaluator wishes to express his appreciation for the cooperation he received from the program's administrative staff, teachers and paraprofessionals as well as the students and their parents without whom this report would have been less meaningful.

PROGRAM DESCRIPTION

The 1978-79 Bilingual Program in Community School District 19, funded under a Title VII grant, was a carry-over program and consisted of two major components; a primary training component to expand the number, scope, skills and services, and student-teacher interactions of District19's bilingual academic staff, and a secondary component, the continued development and administration of a competent bilingual program, the success of which could be measured by improved student achievement.

Eight Public Schools participated in the 1978-79 program; P.S. 13, 63, 159, 202, 224, 76, 328 and 345. This is the same number of public schools that participated in the previous year's program.

TARGET POPULATION

A large portion of this evaluation deals with assessing program effectiveness on the district's bilingual teachers, although all teachers were paid out of tax levy funds. In addition to the bilingual teachers, the targeted faculty population included Education Assistants.

The targeted student population consisted of approximately 520 children in grades K-6. These children were selected as being deficient in language skills development and capable of benefiting from an enriched bilingual-bicultural education. Some children were discharged from the program prior to the end of the school year. The program's primary emphasis in the area of student achievement was to increase their skills in reading, word recognition, word meaning and auditory comprehension in their native language. In addition, they were expected to significantly increase their listening-speaking proficiency in their dominant language. Students were also expected to show significant progress in their second language and, it was hoped, gains in mathematics.

PROGRAM PERSONNEL AND SERVICES

Since Title VII programs are supplementary in nature, this year's services were again meant to expand and enrich the educational programs offered to the children in the participating schools. This was especially true in those areas in which the regular school programs made little or no provisions. Thus, it was mainly through the individual training of teachers in bilingual programs and through the providing of special materials and resources that the program was to have an impact on the achievement of its stated pupil goals. The direct personnel services to the participating students were provided by the educational assistants assigned to work with the bilingual program teachers.

This year's program provided the following staff:

a) Program Coordinator with primary responsibility for program implementation and the effective use of its personnel and resources.

b) Curriculum Specialist assigned to the Resource Center and responsible for the development of the curriculum, the purchase and distribution of commercially available instructional materials, the development or modification of additional materials required by the program, and the overall management of the Resource Center.

c) Resource Teachers (3) assigned to the eight program sites. They supplied both direct and indirect services which included on-site training of teahers and educational assistants, program orientation for parents and other community members, student testing, and materials selection.

d) Educational Assistants (8) who, under teacher direction, worked in the classroom with individual or small groups of students.

e) Family Assistant assigned to P.S. 13, which housed the largest segment of the bilingual program. The family assistant worked closely with program students and their parents in the delivery of both educational and social services.

f) Bilingual Teacher in School and Community Relations who served as a liaison between the school and community with major responsibility for educational and social services to parents and to whom the Family Assistant reported.

g) Senior Clerk responsible for the program's record keeping and general clerical functions.

All program staff members were N.Y.C. licensed bilingual teachers and fully qualified for their positions by training, accreditation and experience. All staff, started at the beginning of the school year. There was a short time span, approximately 4 months, in which one of the resource teachers left and a new resource teacher was hired to fill the vacancy.

PROGRAM ACTIVITIES

I. Staff

Program Coordinator: The program coordinator demonstrated effective leadership qualities as exemplified by the smooth implementation and the ongoing monitoring of the program. Program resources, including personnel and materials, were efficiently employed towards achieving program goals. A firm relationship was developed between the office of the coordinator and those of the participating principals. The program coordinator was involved in both district and city-wide activities. Some examples are: the development of orienation and information programs for parents, instructional staff, and other community members of District 19; participation in the District 19 and city-wide Spanish Spelling Bee; District-Wide story telling contest, and so on. Examples of city-wide efforts include her membership on the sub-committee for Staff Development of the Standing Committee of Title VII Coordinators of New York City.

Curriculum Specialist The curriculum specialist, with major responsibility for the Resource Center, its materials and personnel, demonstrated excellent skills and judgment in the training of the resource teachers in the following activities:

- The selection and development of instructional materials

- Adaptation of instructional materials to meet the criteria of appropriateness and relevance for the wide variety of student's linguistic, intellectual and cultural needs
- Development of a research file on bilingual-bicultural instructional materials
- The dissemination of information related to new methods, materials and ideas in bilingual education

Resource Teachers: The resource teachers have provided direct and indirect services to the bilingual program teachers and paraprofessionals, participating students and their parents at the assigned schools. These services have included: in-service, on-site training programs; assisting in the development of curriculum units and lesson plans, primarily in the areas of social science and reading in both Spanish and English; and special cultural components appended to the regular curriculum. They have proved to be a valuable resource for screening and acquiring curriculum materials. Additionally, they have served as a liaison between the schools and parents, organizing special projects, workshops and training sessions with parents.

Resource teachers have also been involved in visitations and activities with other school district bilingual programs, among them the Bilingual Public Schools 211 and 25, Rafael Cordero Bilingual Mini-School, and the Regional Dissemination Center. These visits have made available to District 19 new and varied ideas and materials for bilingual education.

The program included regularly scheduled all-day meetings of the resource teachers, the curriculum specialist, program coordinator, and other program personnel.

These meetings emphasised the following:

a) Adaptation of special materials for classroom use.

b) Planning and implementation of program activities.

c) Selection and ordering of instructional materials.

d) Plan and participate in staff training programs.

e) Preparation, scheduling and administration of tests.

f) Preparation of Title VII's Newsletter, "Novedades."

g) Group research activities to improve bilingual education.

EVALUATION DESIGN

The evaluation design consisted of program observations, faculty, staff, and principal interviews, and measures of student achievement in Spanish Reading and Math, and English Reading. In addition, training sessions were observed and feedback sessions held.

Each program site was visited at least twice during the program year. During each visit, in addition to classroom observations, the general learning environment was assessed, materials were examined for availability and appropriateness, and interviews were held with principals, resource teachers, teachers and paraprofessionals. Feedback sessions were then held with the program coordinator and recommendations were made for program modification.

Interviews were held with bilingual teachers, principals, paraprofessionals and a random selection of students.

FINDINGS

All participating teachers were observed and interviewed for purposes of program assessment. All teachers were fully bilingual and licensed by the N.Y.C. Board of Education in bilingual education. All the teachers interviewed taught both English and Spanish language arts and could teach in both languages in all content areas.

Five broad areas of interaction between bilingual teachers and resouce teachers were investigated. There were several visits related to the Preparation of Special Projects and Assemblies; other visits related to the Acquisition or Development of Materials, several on-site Demonstration Classes or Training Workshops, several visits to assist in Parent-School Interactions, monthly sessions for the dissemination of Information regarding New Ideas and Practices in Bilingual Education.

When teachers were asked to rate the quality of services rendered by the resource teachers on a scale of from Unsatisfactory to Excellent, the following responses were obtained: Excellent (70%), Satisfactory (30%).

Classroom observations were made to assess both the general learning atmosphere and teacher-pupil interactions. In all cases, the class-

room atmosphere was very conducive to learning with well lighted rooms, attractively displayed materials, a high level of activity, and sufficient quantities of appropriate curriculum materials.

An observation schedule was developed and fourteen teachers observed using the instrument. The following behaviors were recorded: twelve teacher were observed giving Instruction in Spanish; tweleve were observed giving Instruction in English; tweleve observed giving Directions in Spanish; thirteen giving Directions in English; eleven teachers were observed actively Encouraging Pupil Participation; thirteen teachers indicated an in-depth Familiarity with the Bilingual Approach; thirteen teachers indicated Good Rapport with Students; and all (14) teachers gave Evidence of Planning (see Table I).

Educational Assistants were observed in the following activities:

a) Tutoring small groups or individual children in reading and math.

b) Assisting teachers in the development of curriculum materials.

c) Assisting teachers with clerical work.

d) The preparation and distribution of materials and equipment.

e) Assisting teachers in the planning of daily activities.

f) The preparation of special program activities.

g) Assisting in the testing of students.

An observation schedule was developed to monitor six behavioral characteristics of the Educational Assistants. Measured on a three point scale from Below Average to Above Average the following results were obtained for the eight Educational Assistants observed: All (8) were rated Above Average on Involvement in Instruction; All were rated Above Average in General Preparation; for Rapport with Teachers, six were rated Above Average and two was rated Average; Observable

Attitudes Toward Students, six Above Average, two Average; Reinforces Positive Pupil Behavior, six Above Average, two Average; Comprehension of Materials, six Above Average, two Average (see Table II).

Table I. Observed Classroom Behaviors of Bilingual Teachers

Observed Behavior	N	%
Instruction in Spanish	12	86
Instruction in English	12	86
Directions in Spanish	12	86
Directions in English	13	93
Encouraging Pupil Participation	11	79
Familiarity with The Bilingual Approach to Education	13	93
Good Rapport with Students	13	93
Evidence of Planning	14	100

Table II. Observed Behavioral Chracteristics of Educational Assistants

Observed Behavior	Below Average	Average	Above Average
Involvement in Instruction	0	0	8
General Preparation	0	0	8
Rapport with Teachers	0	2	6
Observable Attitudes Toward Children	0	2	6
Reinforces Positive Pupil Behavior	0	2	6
Comprehension of Materials	0	2	6

Observations of children in the program indicated that they were generally attentive, interested, participating in and responsive to instructional activities.

Although there was considerable code switching among students, 71% of them responded primarily in the language in which the lesson was given. (see Table III).

Table III. Observations of Student Classroom Behavior

Observed Behavior	Above Average		Average		Below Average	
Pupil Attentiveness	9	(65)	4	(29)	1	(7)
Pupil Participation	9	(65)	4	(29)	1	(7)
Pupil Interest	9	(65)	4	(29)	1	(7)
Pupil Enjoyment of Class	10	(71)	3	(21)	1	(70)
Pupil Response to Instruction	10	(71)	3	(21)	1	(7)
Pupils Working Independently	5	(36)			9	(65)
Pupils Responding in Language of Instruction	10	(71)	4	(29)		
Interaction with Monolingual Students	1	(7)	2	(14)	11	(79)

Observations of 14 Classrooms.
() = %

Pre and post testing was performed during the norming periods for October, 1978 and May, 1979 respectively. The target population was comprised of students in grades K-6 from schools participating in the Title VII Project in Community School District 19.

All students were pre and post tested using the same instrument (level and form), in the content areas of Spanish Reading, English Reading and Mathematics in Spanish. The tests employed for testing achievement levels in Spanish Reading were the Test of Basic Experiences (T.O.B.E.) in kindergarten and the Interamerican Test in grades 1-6. To determine achievement levels in English Reading, the Stanford Early School Achievement Test and the Stanford Achievement Test were employed in grades K and 1 and 2-6 respectively. The mathematic tests used were the Test of Basic Experiences (T.O.B.E.), in kindergarten and the Interamerican Test in grades 1-6.

It can be seen by looking at tables IV, V, and VI, that statistical significance was determined for each grade level tested and for each content area evaluated at the $P < .01$ level of significance when employing a t test for correlated samples. Analysis was performed on a grade level by grade level basis in conforming with the evaluation policies and procedures as established by the district. It is believed that this type of analysis enables the district project coordinator to have a better perspective as to determining where more intensified instructional infusion would be most beneficial. Though statistical significance on all grade levels and in all content areas was determined, it was further determined that in the area of Spanish Reading, kindergarten and grade three demonstrated the highest level of significance. As for the content area of Spanish Mathematics, kindergarten and grade 5 demonstrated the highest levels of significance. (see page 12)

Furthermore it was determined by analyzing the statistical data that children had a slight tendency to fall down in the achievement levels in grades 2 and 3 even though there was a statistical significant achievement growth in both by these grade levels.

The results of the standardized testing program for District 19's Title VII Project reiterate the observable factors of success and achievement in the project. Given the marked success and achievement demonstrated, District 19's Title VII Project should serve as a model of that which can be accomplished in Bilingual Education.

TABLE IV Spanish Reading Test

Grade	Test	Form	Level	Total N	Pretest Mean	S.D.	Post-test Mean	S.D.	D.F.	T	P
K	Tobe	K	K	89	13.60	4.06	18.70	5.12	88	9.42	.01
1	Inter Amer.	CES	1	101	16.92	7.70	33.64	6.80	100	6.82	.01
2	Inter Amer.	CES	1	96	31.40	9.92	51.22	11.41	95	7.64	.01
3	Inter Amer.	CES	2	94	17.60	10.13	47.62	9.66	93	8.24	.01
4	Inter Amer.	CES	3	79	19.42	8.14	16.25	10.21	78	5.34	.01
5	Inter Amer.	CES	3	110	21.62	12.62	31.90	12.70	109	6.55	.01
6	Inter Amer.	CES	3	102	21.54	13.21	32.64	10.66	101	6,65	.01

TABLE V English Reading Test

Grade	Test	Form	Level	Total N	Pretest Mean	S.D.	Post-test Mean	S.D.	D.F.	T	P
K	SESAT		I	87	16.7	5.52	24.3	6.66	86	8.61	.01
1	SESAT		II	103	12.4	7.81	20.6	7.99	102	7.22	.01
2	SAT	A	Prim.I	94	19.6	9.92	28.2	10.05	93	4.54	.01
3	SAT	A	Prim.II	99	11.9	8.76	22.4	12.12	98	5.62	.01
4	SAT	A	Prim.III	72	22.4	12.44	30.8	13.13	71	4.24	.01
5	SAT	A	Int.I	106	18.4	14.14	29.6	11.81	105	6.14	.01
6	SAT	A	Int.I	111	16.2	10.81	28.3	11.84	110	10.04	.01

TABLE VI Math Test Spanish

Grade	Test	Form	Level	Total N	Pretest Mean	S.D.	Post-test Mean	S.D.	D.F.	T	P
K	Tobe	K	K	87	17.28	4.23	22.32	4.31	86	9.61	.01
1	Inter Amer.	CES	1	96	8.94	5.45	14.02	6.42	95	5.24	.01
2	Inter Amer.	CES	1	95	10.50	6.68	16.68	8.71	94	3.77	.01
3	Inter Amer.	CES	2	98	12.61	7.15	14.51	8.60	97	5.12	.01
4	Inter Amer.	CES	3	78	14.52	5.80	20.02	5.42	77	6.21	.01
5	Inter Amer.	CES	3	97	19.36	8.72	26.99	9.81	96	7.64	.01
6	Inter Amer.	CES	3	102	21.33	7.63	29.12	7.64	101	4.41	.01

Fourteen teachers and staff members, and 7 Educational Assistants were enrolled in degree-granting programs at local colleges and universities. Of these, 12 teachers were enrolled in Masters programs in bilingual education and two were enrolled in Doctoral programs. The 7 Educational Assistants were all enrolled in undergraduate programs emphasising courses in bilingual education. In all cases, the paraprofessionals indicated that their current college training was highly relevant to their work in the bilingual program and that they found many occasions to apply their newly learned course material.

In-service training included both theory and practical applications of bilingual education. In addition, some time was spent in classroom management activities.

An informal assessment of the program's administrative and teaching staffs indicated great satisfaction with this year's training activities.

RECOMMENDATIONS

It is recommended that the project coordinator meet with the school principals in order to schedule monthly meetings with the Bilingual team at each of the project sites.

If possible the program might provide for substitute teachers in order to provide ample time for these meetings. These meetings should focus on instructional methodology, curricula, materials assessment and program implementation.

It is recommended that there be an increased utilization of the Bilingual Resource Center, by classroom personnel, in order to meet the individual needs of Bilingual Staff members.

It is recommended that transportation be provided, where feasible, for teachers and classes located at distant points from the Bilingual Resource Center to facilitate utilization of the Center.

Although parents have been active in the planning and implementation of the demonstration project, it is recommended that their participation be expanded so as to gain additional insight for furture program development. Letters, phone calls and personal invitations should be continuously extended with greater emphasis on expanded participation in parent workshops.

Parents should be encouraged to visit the project coordinator, observe lessons, participate in cultural events and accompany Bilingual teachers on trips. This close cooperation will enable parents to be well informed and make viable suggestions for subsequent program planning.

It is recommended that the project coordinator meet with the paraprofessional staff in order to encourage them to participate in the college degree programs offered. (i.e. Long Island University, Fordham University, New York University etc.) Completion of these programs will facilitate their movement up the career ladder and provide experienced bilingual staff to service Bilingual Programs within the district and within the city.

It is recommended that a continuous classification system for students be developed in order to allow for more definitive planning for greater educational options for bilingual students.